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Mrs. Lewis Pollie

Announcement Number

MALVERN PUBLIC
SCHOOLS

BULLETIN

Mrs. Lewis Pollie

1927—1928

Malvern Public Schools
Bulletin



Sixteenth Annual Catalogue
1927—1928

WILLIAMS-JONES, PRINT, MALVERN, ILL.

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Calendar 1927—1928

FIRST SEMESTER

Begins Monday, September 19, 1927.
Closes Friday, January 27, 1928.

SECOND SEMESTER

Begins Monday, January 30, 1928.
Closes Friday, June 1, 1928.

FACULTY MEETING

High School Building, Saturday, Sept. 17, 1927
at 10 A. M.

REGISTRATION

Junior and Senior High Schools
Monday, September 19, 1927

HOLIDAYS

Thanksgiving—Beginning November 24, 1927,
Closing November 27, 1927.
Christmas—From Friday, December 23, 1927,
to Monday, January 2, 1928.
Washington's Birthday—February 22, 1928.

EXAMINATIONS

Mid-Term—Thursday-Friday, Jan. 26-27, 1928.
Final—From Tuesday, May 29, to Friday,
June 1, 1928.

COMMENCEMENT PROGRAM

Baccalaureate Service—Sunday, May 27, 1928.
Commencement Day—Friday, June 1, 1928.

PART I

Organization and Administration.

I.

Board of Education

OFFICERS

A. I. Roland	President
J. Elmo Young	Secretary

THE BOARD

A. B. Cook	Term Expires 1928
E. H. McCray	Term Expires 1928
W. K. Smith	Term Expires 1929
A. I. Roland	Term Expires 1929
J. H. Reeves	Term Expires 1930
J. Elmo Young	Term Expires 1930

STANDING COMMITTEES

Teachers and Schools	A. B. Cook and E. H. McCray.
Buildings and Grounds	J. H. Reeves and W. K. Smith.
Finance	J. Elmo Young and J. H. Reeves
Supplies	W. K. Smith and J. Elmo Young.

2

Faculty

J. L. Pratt	Superintendent
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SENIOR HIGH SCHOOL

B. J. Glover	Principal
Miss Ella Goss	History and English
Miss Adele Reid	Languages and Mathematics
Don Utley	Science and Mathematics
Miss Jennie Margaret Smith	Household Arts
L. A. Adkins	Commercial
Bob Cole	Director of Athletics

JUNIOR HIGH SCHOOL

Mrs. J. H. Rosberry	Principal
F. J. Barker	Science and History
Miss Martha Lee	English and History
Miss Annie Medlock	Mathematics

GRAMMAR SCHOOL

Mrs. W. L. Coffie	Sixth Grade
Miss Helen Downey	Sixth Grade
Miss Catherine Tarsier	Sixth Grade
Mrs. M. E. Luckett	Fifth Grade
Miss Vera Bryan	Fifth Grade
Miss Alpha Caldwell	Fourth Grade
Miss Mary Ellen McKewen	Fourth Grade
Miss Gertrude Mann	Third Grade
Miss Irene Taylor	Third Grade
Mrs. Whit Haines	Second Grade
Miss Lewis Smith	First Grade

WALCO

Miss Louise Halley	Principal
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BAKER HILL

Mrs. Tom Belote	Principal
Mrs. John Clay	Primary

MUSIC

Miss Aggie McCray	Piano
Miss Lucy Williams	Public School Music
Fred Martin	Band and Orchestra

NEGRO SCHOOL

H. Hamilton	Principal
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Facilities for Instruction.

The Malvern Public School has been able to maintain a high standard of scholarship and its graduates have made good records in higher institutions of learning. It has continued to offer nine months of service to its people during the years when so many schools had to close. Inadequate equipment has hindered, but now we have splendid means for offering better opportunities to our children.

The curriculum is adapted to meet the needs of the individual child as much as possible, the predominant idea being not so much that we meet college requirements, but rather that we may be able to meet life's needs. It aims to develop sound character, thoughtful minds, and strong bodies.

The faculty is composed of men and women who are well trained and capable to do the particular work assigned. They have shown their high ideals of citizenship by the records they have made in the past. Every one is a member of some church and is more than willing to take part in church activities. All are able to meet the professional requirements of the state department of education for Class A schools.

Our new school building is located on a thirteen acre tract bordering Main Street in the northeastern part of the city. It is one of the most complete and most thoroughly furnished buildings in the state, erected and equipped at a cost of approximately \$50,000.00. This building was dedicated on May 30, 1927. It contains: Auditorium of nearly 1000 capacity, Library, two Study Halls, Lecture rooms, Laboratories for Chemistry, Biology, Physics, and General Science, Commercial, Administrative offices, Music rooms, Homehold Arts, Manual Arts, Gymnasium, Kiefergarten, Indoor Playground, etc. with twelve lost corridors, and several wide exits. There is sufficient room on the grounds for baseball, football, tennis, volley, track and other athletic activities.

4.

Student Activities.

ATHLETIC

The Malvern High School is a member of the Arkansas Athletic Association and we expect to enter all contests not only according to the letter but in the spirit of the rules of the organization. We are anxious to develop the physical as well as the mental and moral lives of our boys and girls. Neglect either and you have failed to educate properly.

Our record in these contests is the criterion of which our school is largely judged. The type of citizen which the school gives to the social order is largely determined by the type of training the school gives in these activities. We want our school to develop a spirit of fairness equalled only by that spirit which all square men have for their fellowman. Clean athletics will ever be our motto; we prefer to lose squarely rather than to win unfairly.

We desire to give preference in athletic teams to those students who are diligent in study, obedient to discipline, and co-operative in all school activities. Athletics will be considered secondary to any and all students' regular academic duties.

LITERARY SOCIETIES AND CLUBS

The organization of literary societies and clubs under the supervision of members of the faculty will be encouraged. It is the purpose of the administrative officers of the school to have such organizations as a Math Club, Latin Club, Spanish Club, Science Club, Dramatic Club, etc. so that each student may find some extra-curricular activity, if he happens not to be an athlete, in which he is interested.

MUSIC

The school will continue to sponsor both boys and girls glee clubs. Opportunities will be given to students to form high school and grammar school orchestras, and the school band is now a permanent organization.

ACTIVITIES CREDIT

Beginning this year each student graduating will be required to show at least one activities credit per year or four credits upon graduation four years from now. This means that next year's class will have one each, the year following, two each, etc. One credit will be given to any student on a team who makes a letter in any branch of athletics, one each for any full year's work in a literary society, club, band, orchestra, etc.

5.

Scholarships, Honors and Prizes.

SCHOLARSHIPS

The Honor Graduate is given a scholarship by the University of Arkansas.

HONORS

All who have made grades of B or more in every study for

A, B, C, D, = B

two years prior to graduation will be graduated with the distinction, "Cum Laude." Any who have in addition to such grades made an average of A in all subjects will be graduated with the higher distinction, "Magna Cum Laude."

PRIZES

The F. T. A. Prize—is given annually to the Household Arts student making the highest average in that department.

The Record Medal—Established in 1930 by Mr. and Mrs. J. R. Beerstecher, is awarded to a member of the Junior class whose record is the highest for the year. The record is determined by scholarship, regularity, punctuality, and citizenship.

The Language Medal—Also established in 1930 by Mr. and Mrs. J. Elmo Young, is given to the graduate who makes the highest average in the Modern and Ancient language department during the three years of the Senior high school.

Diplomas and Certificates

All high school students upon satisfactorily completing the required courses elsewhere set forth are graduated and receive a state high school diploma from the school.

Junior high school students who have satisfactorily completed the required courses in that school are graduated to the Senior high school and are granted a Junior high school diploma.

Grammar school pupils upon completion of the courses as outlined elsewhere in this bulletin are given a certificate of promotion to the Junior high school.

All pupils who are neither absent nor tardy during the year are granted a certificate of honor by the school officials.

Any pupil neither absent nor tardy during the three years of either the Junior high or the Senior high will be given a Medal of Honor as a mark of special recognition.

7.

Administrative Procedure.

(a) The first day of the first semester is registration day. All students who register late will have to make up the work missed before they can receive credit for their work.

(b) Credits are granted in units. One unit means one subject successfully pursued for a period of thirty-six weeks; five

must make 60 to pass
(in exam.)

80
60
88
60
148
7

times per week, in recitations periods of forty-five minutes.

(c) The maximum number of units a student will normally be allowed to take in one year is four. Students having extraordinary ability, as indicated by previous A grades on an intelligence test, may be allowed to carry five units per year. A student who has been granted the privilege of carrying five units will have the privilege removed if he falls below a grade of E in any subject.

(d) Monthly examinations or quizzes will be given once or twice each month in the Grammar grades, and at least twice each six-weeks period in the Junior and the Senior high schools. Mid-term and final examination are given at the close of each semester. Grades will be obtained by adding three-fourths of the daily or the monthly grades to one-fourth of the examination grade. The grade for the year will be the average of the two semester grades. Mid-term and final examination grades will not be considered as worthy of passing unless a grade of 60 is made.

(e) The letter system of marking is used in all departments of the three schools.

A — 95-100 — is Excellent.

B — 85-92 — is Good.

C — 77-84 — is Medium.

D — 70-76 — is Poor, lowest passing grade.

E — 60-68 — is Conditional.

F — below 60 is Failure.

The lowest grade carrying promotion is D. One conditional failing grade E may be removed in the Junior and the Senior high schools by another examination, providing the examination is taken at the beginning of the fall semester, and provided, further, that in the meantime the student has given adequate evidence of preparation for the second examination. Two conditional failing grades of E may be removed in this way by Grammar school pupils. The grade of F means that the course must be taken again in class before credit will be given in the Junior and the Senior high schools. Grade pupils making not more than two will be given the opportunity to take summer work and take an examination at the beginning of fall semester.

Ninety minutes preparation for each forty-five minutes recitation is the standard. Students should not expect to do satisfactory work with less preparation.

Students will not be permitted to change electives after the first week of each semester. No elective will be offered to less than ten students in a class.

(f) Unless some unusual condition prevails, it is expected that the grades of any instructor, over a period of years, will con-

28
24
58
44

72

form approximately to the following scale:

- A, not more than ten per cent;
- B, not more than twenty per cent;
- C, from forty to fifty per cent;
- D, about twenty per cent;
- E and F combined, not more than ten per cent.

(c) The Public School Library is accessible to teachers, directors and all pupils of the school. All books must be obtained from the Librarian who is appointed by the Superintendent of Schools. No book may be kept out longer than two weeks without renewal unless a fine of ten cents per week is paid. The Library Committee is composed of the Superintendent and the principals of the several schools.

(b) The government of the school will be such as will secure proper order and discipline. No school can function without these. Teachers will be expected to properly discipline and control his pupils in his individual classroom, and help in all other parts of the building and the grounds. The discipline will be strict, but just, and no partiality shall be shown. Young ladies and young men will be treated as such and be placed on their honor at all times until they prove themselves unworthy of such confidence.

(c) All pupils of all schools must show evidence of successful vaccination before entering. This is an agreement with an Act of the Legislature of February 25, 1911, empowering the State Board of Health to make rules and regulations for the protection of the public health. No teacher nor any school director has the right to abrogate this rule.

(d) The organization of our school system shall be what is commonly termed the six-three-three plan. The first six grades compose the Grammar school, the seventh, eighth, and the ninth grades, the Junior high school, and the tenth, eleventh, and the twelfth, the Senior high school.

Rules and Regulations.

GENERAL

Section 1.—The school year of 1927-1928 shall be divided into two semesters. The first semester begins Monday, September 19, 1927. The second semester begins Monday, January 30, 1928.

Section 2.—The morning session of the Grammar School shall be from 8:50 to 12:00 M. with a recess of ten minutes. The afternoon session shall commence at 1:00 and continue until 3:45 p. m. with a recess of ten minutes.

3. A's
7. B's
14. C's
7. D's
3. E and F

Section 3.—The morning session of the Junior and the Senior high school shall be from 8:50 to 12:00 M. with no recess. The afternoon session shall begin at 1:00 p. m. and continue until 4:16 p. m. The last period of the afternoon session shall be reserved in these two schools for those pupils who are retained because of lack of lesson preparation, unexcused tardies and absences, or any other irregularities on the student's part which, in the judgment of the instructor, needs correction.

Section 4.—In the Junior and Senior high schools those students who are not retained as per section 3 will be dismissed at the end of the seventh period.

Section 5.—The periods in the Junior and the Senior high schools shall be forty-five minutes in length with periods of three minutes' intermission between them for the purpose of changing from study halls to recreation rooms and vice versa. No students shall leave the building without permission during these three minutes' intermission periods.

Section 6.—The regular holidays shall be the annual Thanksgiving Day, Christmas and Washington's Birthday.

Section 7.—The Malvern Public School shall be opened to all children of age residing in the Malvern Special School District, but no pupil who is infected with any contagious or infectious disease or who resides in a family where such disease prevails shall be received or retained in the schools.

Section 8.—The mid-term and the final examinations of all departments shall be held at the proper time under the direction of the respective principals and the superintendent.

Section 9.—Regularly, correct deportment and good class work are important factors in the final examinations.

Section 10.—Pupils making an average grade of A in any subject each month will be exempt in that subject from the regular semester examinations. A citizenship grade of A must be maintained each month.

Section 11.—The text books used shall be only such as are or may be prescribed by the proper authorities.

Section 12.—Pupils from other districts will be charged the following rates of tuition: Grammar school, Primary division, grades 1, 2 and 3, \$2.50 per school month; Advanced division, grades 4, 5 and 6, \$3.00 per school month; Junior high school, grades 7, 8 and 9, \$4.00 per school month; Senior high school, grades 10, 11 and 12, \$5.00 per school month.

Section 13.—Pupils from other districts living with relatives or friends and attending school must pay the regular tuition rates unless such pupils show upon entering school that they have been legally adopted by said relative or friend.

SUPERINTENDENT

Section 1.—The Superintendent of the City Schools is also Supervisor of all the public schools of the district and he shall give his entire time to the duties of these offices. In the discharge of his duties as Superintendent he shall have general supervision of all the public schools of the district; their organization, classification, course of study, methods employed, etc. and make suggestions as will be best for the schools.

Section 2.—He shall visit as often as possible the rooms of the different teachers, note the character of work of the teacher and pupils, and make suggestions as will be best for the schools.

Section 3.—He shall have supervision of all examinations and shall endorse all promotions to higher grades.

Section 4.—It shall be his duty to call meetings of the teachers at such time as he may think best, for the purpose of discussing educational interests, methods of instruction, etc., in addition to the regular monthly meeting each first Tuesday.

Section 5.—He shall furnish to teachers the necessary school register books, etc., and see that they are properly kept and reports properly made out.

He shall keep regular office hours for the convenience of teachers and pupils.

Section 6.—He shall give prompt attention to any wilful misconduct or insubordination of teachers or pupils reported to him and if after investigation the matter can not be adjusted he shall report same to the Board.

Section 7.—He shall have the power to suspend pupils for neglect of study or for wilful violation of the school regulations but upon suspension of any pupil he shall notify the parents or guardian and the Board.

Section 8.—At the end of each month he shall make out a report of the school and submit same to the Board. Said report shall embody enrollment, daily attendance, cases of tardiness and any other matter required by the Board.

PRINCIPALS AND TEACHERS

Section 1.—Principals and teachers shall co-operate with the Superintendent in the management of the school and shall be responsible for the enforcement of the rules and regulations in their respective schools.

Section 2.—They shall have general supervision of the grounds, buildings, furniture, etc., of their respective schools and shall be responsible for the care, neatness and cleanliness of the same.

Section 3.—They shall have supervision of the school and grounds of their respective buildings in all matters pertaining to

discipline. Especially shall they supervise the playgrounds and see that proper conduct is had and moral contamination is avoided. In the discharge of the above duties they may assign teachers under their supervision to certain and specific places for assistance.

Section 4.—They shall study to improve each line of work, aid their teachers and see that the plans of the Superintendent are carried out.

Section 5.—They shall be at school ready for their duties not later than 8:20 a. m. and shall report to the Superintendent any teacher not ready for school duties by 8:20 a. m.

Section 6.—They shall examine new pupils and assign them to their proper rooms and classes.

Section 7.—When they think it is necessary the Principals may make special rules and regulations, both in the building and on the grounds. These should be submitted to the Superintendent for his approval as soon as convenient.

Section 8.—They shall have the power to suspend pupils for gross misconduct or those pupils who, in their judgment are a detriment to the progress of the school. The parent and the Superintendent must be notified within twenty-four hours after the suspension.

Section 9.—Teachers shall endeavor to inculcate lessons of truth, purity and justice, humanity, courage, politeness, temperance and patriotism on all occasions.

Civility and politeness are always to be exemplified by the teachers. No thoughtful teacher would wound the feelings of a pupil by sarcasm, or by making slighting or disparaging references to his parents or friends.

Section 10.—No teacher shall permit the distribution in his room of any advertisement, announcement of any entertainment or presentation of any business enterprise.

Section 11.—No Principal or teacher shall permit any of his or her time or that of the school to be occupied in school hours by agents of books, apparatus, lectures or exhibitions or other persons not connected with the school.

Section 12.—Except in cases of emergency, and only with the consent of the principal and the superintendent, no teacher shall permit any kind of announcement or advertising of games, selling of tickets, etc. in the class rooms and study halls during school hours.

Section 13.—Any teacher who may find it necessary on account of ill health or any other good cause to be absent from school shall give notice at once to the Superintendent (stating the cause and probable time of absence) who alone is authorized to fill

vacancies from the substitutes by the Board.

Section 14.—All teachers shall attend all regular and special meetings called by the Superintendent, and no excuse for absence shall be allowed other than such as would justify absence from the regular sessions of the schools.

DUTIES OF THE PUPILS

Section 1.—Any pupil affected with a contagious or infectious disease or coming from a family where such prevails shall not be received or retained in the school until he can produce a certificate from a regular physician, stating that the regulations of the Board of Health have been complied with.

Section 2.—Pupils shall render perfect and willing obedience to those having authority over them, and shall pursue their studies as directed and keep such outside regulations as their teachers may impose.

Section 3.—Pupils must not engage in fighting, or incite others to fight. The use of profane or obscene language and the use of tobacco and gun is strictly forbidden. No intoxicating drinks of any kind and no tobacco in any form shall be brought on the school grounds. Any pupil smelling of tobacco shall be sent home to disinfest.

Section 4.—Any pupil who shall deface or in any way injure any of the property belonging to the school shall be liable to suspension, until at his own expense he shall restore such damaged property to its former condition. Every pupil will be held strictly accountable for his own seat or desk, and must answer for any abuse or damage it may receive, unless he can show that such abuse or damage was done by some other person and he shall also be held responsible for the neatness of his desk and the vicinity thereof.

Section 5.—Pupils shall study all branches of the grades to which they belong until by examination they show themselves worthy of promotion.

Section 6.—Pupils shall not be admitted to the school grounds before 8:20 a. m. nor be permitted to enter the building before 8:40. On days of bad weather they shall, at the discretion of the superintendent, enter their respective rooms, occupy their proper seats, and engage in study under the supervision of their teachers. Such periods shall be used strictly as study periods, and all teachers shall see that such is the case.

Upon dismissal they shall go immediately to their homes, being subject to the rules of the school to and from home.

Section 7.—Whenever the example of any pupil becomes injurious to the school through idleness, neglect of rules, base character or any other cause, such pupil shall be suspended from

the school until he gives satisfactory evidence of reformation.

Section 8.—Regular and punctual attendance is enjoined upon all. Pupils are subject to suspension for two successive days absence, three days in one week, six days in one month and continued tardiness, unless satisfactory excuse is rendered by parent or guardian.

Section 9.—Absences immediately preceding and directly following all school holidays, and those caused by pupils accompanying the various athletic teams on their visits to other schools, without permission from the superintendent, shall constitute unexcused absences. Ten points shall be deducted from the class work of each pupil thus absent from any recitation, and for each separate offence. Five points shall be deducted for all other unexcused absences.

Section 10.—Pupils will not be allowed to bring to school any papers, notes, or books, other than those they study. Teachers are enjoined to take care of all such, and not return but destroy them.

Section 11.—Any pupil who shall wilfully transgress any school regulation, disobey any teacher, or shall use profane or obscene language, may be suspended by the principal or teacher.

Section 12.—All pupils must be diligent in study, prompt in recitation, and observe proper deportment during the recesses, and intermission periods.

Section 13.—The boys and girls will be allotted separate play grounds and at recess will pass directly to their own grounds. No talking or communicating allowed, passing to and from grounds and in corridors to and from class rooms.

Section 14.—There will be no special courtesies between the sexes in passing to and from school. And the same regulations apply that are given for the school grounds. A violation of this regulation shall subject the violator to expulsion from the school.

Section 15.—Each pupil must be furnished with books, blanks, and aids necessary to the grade in which the pupil belongs.

Section 16.—Every pupil is required to be industrious, obedient, respectful, kind, polite, tidy and cleanly in person. Teachers may send pupils home to remedy neglect of tidiness or neatness.

Section 17.—Scholarships, either for Junior or Senior High will be granted not alone on scholarship, but will stand for good deportment also.

Section 18.—The only excuses for absence or tardiness which will be regarded as valid are: Illness of pupil or some member of the family, so that the pupil is needed at home, or some equally urgent cause rendering attendance or punctuality impossible.

Section 19.—Where the pupils are tardy or absent as per Sec-

tions 18 teachers of such pupils will give them extra assistance and do all in their power to keep such pupils up with their work; but no pupil must expect such help whose excuse is not valid.

Section 20.—Any student who has been deprived of study hall privileges for any cause by any instructor shall not be permitted to take part in athletic games, class activities, etc., until he or she has made required amends and has been properly reinstated by said instructor.

PART II.—Senior High School

1.

REQUIREMENTS FOR ADMISSION

All students seeking admission to the Senior High School must offer four acceptable units either by a certificate from an accredited high school or junior high school, or by examination. Students who apply for admission by certificate must furnish an exact transcript of their credits, made out by the principal or some other competent authority of the school from which they come.

Students seeking admission to the high school over eighteen years of age may, without regard to high school credits, be admitted by passing a psychological examination.

Special students or post-graduate students, whose work does not count towards a diploma, will be admitted to the Senior High School at the discretion of the Superintendent with the understanding that they must conform to all the regulations of the school in the same manner as the regular students are required to do.

2.

REQUIREMENTS FOR GRADUATION

The Senior High School grants a State High School Diploma to all those students who have shown evidence of good moral character and who have sixteen units in offer, four of which are counted from the Junior High School. These must include:

English	4 units
American History	1 unit
Algebra	1 unit
Plane Geometry	1 unit
Civics and Occupations	1 unit
World History	1 unit

Additional group requirements:

One group of	3 units
Three groups of	2 units each

Group requirements may be satisfied in Mathematics, Science History and Social Science, Language, Commercial subjects, Household Arts, Normal Training subjects, and Music.

In addition to the above quantitative requirements, and in order to put a premium on GOOD WORK, the following qualitative standard must be observed or met in order to receive a diploma:

A qualitative standard of twenty-four grade points is required. Grade points are to be earned according to the following schedule, i.e., each half year's work in a subject shall entitle the pupil to grade points as follows:

Each mark of A earns a grade point of 3.

Each mark of B earns a grade point of 2.

Each mark of C earns a grade point of 1.

Marks of D or lower do not earn any grade points.

According to this schedule, a final mark of A in a subject pursued for one-half year entitles the student to one-half unit, quantitative credit, and so three grade points, qualitative credit. A final mark of D in the same subject would entitle the student to one-half unit, quantitative credit, but no grade points would be earned.

A student failing in three years to make the twenty-four qualitative grade points, even though he earns the twelve quantitative units, would be forced to choose one of two alternatives: either to continue in school until the twenty-four qualitative grade points are earned for graduation, or to receive a certificate of attendance for the three-year period of Senior high school but not a diploma of graduation.

In addition to the above requirements each pupil upon graduation must show or offer at least an average of one activities credit per year or three activities credits at the end of the three-year period. The method of acquiring activities credits is explained elsewhere in this Bulletin.

Two credits are granted by this school to students receiving systematic instruction in piano, violin, or any instrument of the symphonic orchestra under a private tutor. All credits awarded for this work shall be subject to the regulations of the State Board of Education.

3.

PROGRAM OF STUDIES

The following are the subjects offered in the Senior High School and the number of units in each subject which will be accepted by the State Board of Education:

English	5.0
Elementary Algebra	0.5
Plane Geometry	1.0
Advanced Algebra	1.0
Solid Geometry	0.5
Advanced Arithmetic	0.5
World History	1.0
American History	1.0
Elementary Sociology	0.5
Elementary Economics	0.5
Biology	1.0
Physics	1.0
General Science	1.0
Chemistry	1.0
Industrial Geography	0.5
Latin	3.0
Spanish	2.0
Household Arts	2.0
Music	2.0
Typewriting	1.0
Bookkeeping	2.0
Stenography	2.0
Normal Training Subjects:	
Psychology	1.0
Methods	1.0

COURSE OF INSTRUCTION

All odd numbers represent work which will be given the first semester; even numbers are second semester courses. All courses from 40 to 50 are designed for sophomores, those from 50 to 60 for juniors, from 60 to 70 for seniors.

DEPARTMENT OF ENGLISH

English 41, 42.—Composition and Rhetoric.

1 unit.

This course consists of Composition and Rhetoric, Oral English, and Literature. Composition is stressed more than Rhetoric; it emphasizes the problems of effective organization and development of material in each of the four types of discourse. The course consists further of recitations, lectures, oral and written themes, illustrative reading, and collateral readings in literature.

Text: Tamer's Composition and Rhetoric.

Readings: Literature and Life, Book Two.

Book report: Lorna Doone, Kidnapped, Man without a Country, Ben Hur, and reports from American Short Story Writers.

Spelling will be stressed throughout the course. Memory work.

English 51, 52.—English Literature.

1 unit.

This course takes up the study of the History of English Literature in part and the study of English Literature by use of carefully selected types. A background is laid for a more complete study of all types and all periods. Lectures, recitations, special reports, and illustrative reading. Spelling, memory work, and oral and written composition at least once each week.

Text: Loag's English Literature.

Readings: Literature and Life, Book Three.

Study in Class: Julius Caesar or Merchant of Venice, Idylls of the King, Milton's Minor Poems, and Henry Fifth.

Book Report: Tales of Two Cities, Scarlet Letter, Icarus, Pilgrim's Progress, Gulliver's Travels, and Americanization of Edward Bok.

English 61, 62.—History of American Literature.

1 unit.

A study of the most important American authors their writings, environment, etc. Spelling, memory work, and oral and written composition once a week. Recitations, special reports, and illustrative reading. Individual reports from contemporary writers—prose and poetry.

Text: Hallock's American Literature.

Readings: Three Centuries of American Poetry and Prose by Newcomer, Andrews, and Hall.

Study in Class: Tempest, Macbeth, Emerson's Essays, and Burke's Speech on Conciliation.

Review of Technical grammar.

Book reports: Les Misérables, Franklin's Autobiography, Last of the Mohicans, Oregon Trail, House of Seven Gables, and the Three Musketeers.

MATHEMATICS.

41.—Algebra.

1/2 unit.

This course is a continuation of course 31 or first year algebra. It will include quadratics, higher equations, graphs, exponents, radicals, progressions, and binomial theorem.

Text: Wells and Hart's High School Algebra.

45, 46.—Plane Geometry.

1 unit.

A study of all five books of plane geometry will be made.

Text: Durell's Plane Geometry.

53, 54.—Advanced Algebra.

1 unit.

This course is planned for those students who want to continue the study of algebra beyond quadratics. A thorough study of determinants, properties of polynomials and equations, rela-

tions between roots and coefficients, transformation of equations, etc.

Text: to be selected. Prerequisite: Plane Geometry.

63.—Solid Geometry. ½ unit.

Careful study is made of the relations of planes and lines in space, the properties and measurements of prisms, pyramids, cylinders, cones, spheres and spherical triangles. Practical and original exercises will be added.

Text: Durell's Solid Geometry.

64.—Commercial Arithmetic. ½ unit.

This course consists of a careful review of the fundamentals, short methods, business forms, practical problems, banking, insurance, interest, etc.

Text: Business Arithmetic by Curry-Robert.

Prerequisite: Plane Geometry.

SOCIAL SCIENCE AND HISTORY

47, 48.—World History. 1 unit.

This course covers the period of written history. It endeavors to bring out the outstanding and progress making events of human activities, noting the great periods of migration, religious movements, economic and political struggles.

Text: Webster's World History.

55, 56.—American History. 1 unit.

A complete study of the periods of discovery, colonization, revolution, formation of federal government, secession, rehabilitation, World War, etc. Study of American Constitution and supplementary readings with reports. Current events.

Text: Munsey's History of the American People.

65.—Elementary Sociology. ½ unit.

This course deals with the most serious social problems which confront us as a nation and society in general. This course is fully supplemented by heavy readings, assignments, and reports.

Text: Williamson's Introduction to Sociology.

66.—Elementary Economics. ½ unit.

This is an introductory course to Economics. It deals with the problems of production and distribution, goods, money, banking, etc. The following departments will be emphasized: Consumption, Production, Exchange, Distribution, and Public Finance. A free and intelligent use of the library is necessary in all social science and history courses.

Text: Fay's Elements of Economics.

SCIENCE

41, 42.—General Science. 1 unit.

A brief but comprehensive study of the general field of

science. Laboratory and field work. Notebook required. Course for third year Junior high school and first year Senior high school students.

Text: Everyday Problems in Science by Pieper and Beauchamp. Note: This course is offered odd years only.

43, 44.—Elementary Biology. 1 unit.

A general survey of the field of biology. Laboratory and field work twice a week. Notebook required. Open to the same students as Science 41, 42.

Text: Peabody and Hunt's Biology and Human Welfare.

Note: This course offered even years only.

51, 52.—Chemistry. 1 unit.

A course which deals with the general chemistry of inorganic materials. General chemical laboratory work and many experiments are undertaken during the year. Planned for juniors and seniors.

Text: Elementary Principles of Chemistry (Revised Edition) by Brockle, Fidler, Handcock, etc. Lab. Manual by same authors.

Prerequisite: Science 41 or 43.

Note: Offered only during odd years.

53, 54.—Physics. 1 unit.

This course includes such subjects as Mechanics and Heat, first semester; Magnetism and Electricity, Sound, and Light, second semester. Laboratory periods twice each week. Notebook required. All courses supplemented by library assignments.

Text: Elements of Physics by Millikan and Gale. Lab. Manual by Millikan, Gale and Bishop.

Note: Offered only during even years.

56.—Industrial Geography. ½ unit.

This course is offered during the second semester. It covers all the major forms of industry, including agriculture, mining, manufacturing, trading, and transporting. The "Why" is constantly at the front. Judgment and reason, as well as memory, are involved. Freely supplemented by reports from library assignments.

Text: Whitbeck's Industrial Geography.

N. B. All laboratory periods are double periods of ninety minutes.

LATIN

45, 46.—Elementary Latin. 1 unit.

This course aims to give the student a fair knowledge of Latin Grammar and also aims to help to a better understanding of the English language. A better knowledge of the principles of

English Grammar, an enlarged English vocabulary through the study of derivatives, and an increased accuracy in the use of words. Readings in Roman history and mythology supplement the course.

Text: D'Ooge's *Elementary*, First Year Latin.

51, 52.—Caesar's Gallic Wars. 1 unit.

In this course complete the study of Roman syntax began the first year, read the *Standard Reader* or other stories from Roman history to lay a background for the course. Four books of Caesar's Gallic Wars are read. Continue the study of derivatives. One lesson a week is given to prose composition.

Text: D'Ooge and Eastman's *Caesar in Gaul*.

61, 62.—Cicero's Orations. 1 unit.

In this course a study is given of Roman customs and institutions. Six of Cicero's Orations are read. Prose composition is continued one day a week.

Text: Gurnison and Harter's *Cicero*.

SPANISH

41, 42.—First Year Spanish. 1 unit.

A careful study of grammar, syntax and special emphasis on the pronunciation of the language supplemented by selected stories. Reading assigned from the library, readings which lay a background on understanding of the customs, institutions, etc. of the Spanish people during the first semester. During the second semester a careful study of grammar, pronunciation, and the commercial importance of a working knowledge of Spanish because of the commercial activities between the United States and Latin America will be stressed.

Text: *The Elements of Spanish* by Wardlaw and Bonilla.
Readers: *Cuentos Y Leyendas* by Hills and Cano; *Un Verano En Espana* by Weems.

MUSIC

Credits for courses in Music will be given according to the requirements for outside work as made by the State Board of Education.

HOUSEHOLD ARTS.

43.—Clothing or Sewing. ½ unit.

This course will be taken up according to the State Course of Study. Advanced clothing selection, dress of sheer material, clothing budgets, and care of clothes. Lectures, assigned readings, and laboratory exercises. Fee, one dollar. No text selected.

Prerequisite: Clothing 33.

44.—Foods. ½ Unit

This course as well as all other in this department will be taken up according to the State course of study. It will consist of home plans, interior decorations, meal planning, household accounts, etc. Lectures, assigned readings and laboratory. Text to be supplemented by others. Fee, one dollar. Text: *Foods* by Bailey.

Prerequisite: Foods 34.

53.—Clothing or Sewing ½ Unit

A study of the construction of wool and silk garments, children's dresses, experimental work with textiles, decorative needlework, etc. Lectures, assigned readings, and laboratory. Fee one dollar. No text selected. Prerequisite: Clothing 43 and 45.

54.—Foods. 1 Unit

Experimental cookery, stain removal, home nursing, food plans, nutrition and dietetics will be studied. The adopted text will be supplemented by lectures, assigned readings, and laboratory exercises. Fee, one dollar. Text: *Principles of Food Preparation* by Chambers. Prerequisite: Foods 34 and 44.

PSYCHOLOGY.

55, 56.—General Psychology. 1 Unit

A survey of the field of general psychology with particular emphasis upon phases applicable to the problem of education. This course is designed for those students who expect to teach upon leaving High School. No text selected. Prerequisite: Sophomore standing.

METHODS

57, 58.—Technique of Teaching. 1 Unit

This course is based on modern methods and teaching procedures common to all subjects in the elementary grades with careful attention given to the principles for guidance in making the teaching-learning process effective. No text selected.

Prerequisite: Sophomore standing.

COMMERCIAL.

In order to maintain the Commercial Department it is necessary to make a small tuition charge. This department enables the student to acquire a practical business training at home at a small cost along with their regular high school course, receiving the high school credits for this work allowed by the State De-

partment of Education. This training if taken away from home is a business college will cost from \$500 to \$800.

We will offer 3 units of commercial work; 2 units of bookkeeping and 1 unit of shorthand and typewriting. In order to obtain credit in shorthand, typewriting must be taken.

For students who intend to enter college we recommend 2 units of commercial work. Others may take 3 or 4 units should they choose. One-half unit course requires one forty-five minute period daily. One unit course requires two forty-five minute periods daily.

41, 42.—Typewriting 1 Unit

Two forty-five minutes periods daily. Open to sophomores, juniors and seniors.

43, 44.—Bookkeeping 1 Unit

Two units offered in this course, but only one unit taken each year. Open to sophomores, juniors and seniors.

45, 46.—Shorthand and Typewriting 2 Units

This is a combination course and in order to complete is one year four forty-five minute periods a day will be required. Open to sophomores, juniors and seniors.

The following is an outline of all commercial courses offered in both the Junior and the Senior High Schools:

Outline of the Bookkeeping Course

Fundamental principles of bookkeeping.

Principles of Debits and Credits.

Introduction of Cash Book and Journal Entries and Day Book; accompanied with exercises in same.

Posting or transferring from books of original entry, cash book and journal, to the ledger.

Trial Balance.

Financial statements, showing Assets and Liabilities, Profits and Losses, and Net Worth.

Closing the Ledger.

Proof Balance.

Introduction of Sales Book and Purchase Book.

Use of Business Practice Papers: Invoices, checks, notes, drafts, receipts, pass book, deposit tickets, deeds, leases, insurance policies, freight bills and bills of lading.

Making cash proof.

Use of special column cash book.

Opening and closing books, making financial statements and use of business forms in the following businesses: Retail Floor and Feed, wholesale and retail Produce and Fruit, wholesale Grocery, Jobbing Furniture, Wholesale Hardware, using special column books, Commissions and Brokerage, Organization and

Management of a Corporation, Cost Accounting—Manufacturing, Making of working sheet showing distribution of cost and profit and loss.

Outline of the Shorthand Course

1. Principles and Rules.

Consonants

Vowels

Diphthongs

Blended Consonants

Word-signs and phrases

Abbreviating Principles

Methods of Phrasing

Division of vowels and consonants

Prefixed: joined

disjoined

Suffixes: joined

disjoined

Advance phrase writing.

General Rules

Beginning Dictation

2. Speed Studies.

Shorthand and penmanship drills.

Foundation of speed and accuracy.

Dictation drills and business forms.

Transcribing notes.

Punctuation.

Principles of Business Correspondence and Letter Writing.

3. Advanced Dictation.

Secretarial Studies.

Outline of Touch Typewriting Course.

Part I: Elementary

1. Keyboard Technique and Finger Development.

Operative Features of Machine.

Position at Machine.

Position of hands—Key Board Chart.

Method of striking keys.

Method and Procedure.

Laboratory Drills covering entire key board.

Part II: Advanced

1. Development of Speed and Accuracy.

Accelerating Finger Action.

Stroke Intensity.

Speed drills.

2. Introduction of Business Correspondence Forms and Practice.
3. Preparation of Manuscripts.
4. Tabulating and Billing.
5. Law and Business Forms.

5

Fees and Deposits

Tuition, non-resident students	\$5.00 per month
Science, damage fee	\$2.00 per course
Locker fee	25c each semester

All tuition and student fees shall be collected strictly in advance at the beginning of each semester. No student will be admitted the class until all fees have been paid. No reduction will be made for late matriculation. Students should enter promptly at the beginning of each semester. No refund will be made to any student who leaves high school before the end of the semester. The science damage fee and the locker fee will be returned at the end of the second semester provided the student has not broken or harmfully misused the science apparatus; has not lost or destroyed his locker key.

PART III—Junior High School.

1.—Requirements for Admission

All pupils desiring to enter the Junior High School must have a certificate of promotion from a properly organized Grammar school of six grades, or from the sixth grade of a properly graded school of eight grades, or must pass an acceptable sixth grade examination before being accepted. At the discretion of the superintendent and upon satisfactorily passing a psychological test modifications may be made.

2.

PROGRAM OF STUDIES

Subjects Accepted for Credit

The following are the number of units which will be accepted by the proper school authorities:

English	3.0
Elementary Algebra	1.0

Arithmetic	2.0
Ark. History	0.5
American History	1.5
Con. Civics	0.5
Occupations	0.5
General Science	1.0
Agriculture	1.0
Geography	1.0
Latin	1.0
Spanish	1.0
Household Arts	2.0
Typewriting	1.0
Bookkeeping	1.5
Shorthand and Typewriting	1.0
Writing (required)	

3.—Courses of Instruction

All odd numbers are courses for the first semester; even numbers are for the second semester. Courses numbered from 18 to 20 are for the seventh grade; those from 20 to 30 for the eighth grade, and those from 30 to 40 for the ninth grade.

ENGLISH

11, 12.—First Year English. 1 Unit

This course includes English Grammar, Literature and Spelling. Grammar, including spelling, sentence work, use of dictionary and verb drills; written composition and oral English at least three times a week. Literature two times a week. This is class study of selections from the adopted literature series. Read much for pleasure. Selections made with the idea of making contact with variety of types of stories.

Texts: *Junior Highway to English*, by Ward and Moffett, Part One, Junior High School Literature, Book One, Junior High School Speller by Stratton.

Outside Reading: Selections from Junior High School Literature to be approved by the teacher, read and reported by pupil.

21, 22.—Second Year English. 1 Unit

This course is a continuation of course 11, 12. Emphasis is given to English grammar as parts of speech, syntax, spelling, sentence structure, drills on verb forms, etc., together with written composition and oral English. This phase of the course at least three times a week. Class study of literature, selections from Junior High School Literature, at least two times a week. Much reading for pleasure, acquiring skill in reading, stress comprehension in silent reading, reproduction, etc. Selections shall cover as wide a field as possible. Outside readings to be reported to the teacher. Selection for outside readings carefully made by

teacher.

Texts: Junior Highway to English by Ward and Moffett. Part Two. Junior High School Literature, Book Two. Junior High School Speller by Stauffer.

31, 32—Third Year English

1 unit

This course consists of a thorough study of elementary facts of grammar, punctuation and spelling. It is the aim of the course to fix the ability to write a connected series of a few paragraphs, avoiding mechanical errors and showing a command of sentence-structure. Practice in simple themes on live subjects, letter writing for growth in sentence and paragraph control. Unify and weave together the five elements, spelling, grammar, punctuation, rhetorical principle, and theme-writing, instead of teaching them as unrelated subjects. This part of the work is given three times a week. Study in class of a variety of selections from the Junior High School Literature series two times a week. Outside readings, selections by teacher, to be reported on by the pupils.

Text: Sentence and Theme by Ward. Junior High School Literature, Book Three. Junior High School Speller by Stauffer.

MATHEMATICS.

13, 14—Arithmetic.

1 unit.

This course consists of the newest principles of teaching mathematics in the Junior high school; the best of the newest while retaining the thoroughness of the old. The subject matter will take up computations applied to business, measurements, community problems, and the introductory principles of algebra and geometry. Ample drill is provided in the fundamental processes. The student is led to find his own errors by clever methods of checking and to discover his own weaknesses and in that way develop his powers.

Text: Junior High School Mathematics, Seventh School Year, by Barber.

23, 24—Arithmetic.

1 unit.

This course takes up such subjects as everyday business principles, problems of the consumer, application of mathematics, how science makes use of mathematics, problems of your home town, taking your mathematical measure, drills, and tests and remedial drills.

Text: Junior High School Mathematics, Eighth School Year, by Barber.

33, 34—Algebra, Elementary.

1 unit.

This course is new and puts the emphasis upon the understanding. Its aim is to teach the "what for" and the "why" at least as soon as the "how." It includes: What algebra does for us and how, equations containing fractions, graphs, pairs of linear equa-

tions, negative numbers, quadratic equations, multiplication, division, factoring, the useful and fundamental parts of algebra, trigonometry, geometry, statistics, analogies of algebra, practical computations.

Text: Everyday Algebra by Barber.

SOCIAL SCIENCE AND HISTORY

35—Arkansas History.

1/2 unit.

A study of the early pioneers, prominent men, outstanding movements, and development of our state. Supplemented by a study of the constitution of Arkansas.

Text: Makers of Arkansas History by Reynolds.

16—United States History.

1/2 unit.

This course includes a study of the periods of discovery and exploration, colonization, and the American Revolution. Supplemented by assigned readings from the library and A History of the United States by Hall, Smith and Owsley.

Text: American School History by Mace-Petrie.

25, 26—United States History.

1 unit.

This course aims to review rapidly course 16, thereafter taking up the periods: The generation of the Revolutionary fathers; generation of statesmen 1829 to 1850; era of strife 1850 to 1876; the re-United States as follows: Development, Spanish War, United States a World Power, the new age and the World War a half century of progress. Supplemented by reading the Declaration of Independence, and study the Constitution of the United States of America. Assigned readings and reports from the library. The last two months of the last semester is usually given to an introductory study of Dana's Community Civics.

Text: American School History by Mace-Petrie.

35, 36—Community Civics and Occupations.

1 unit.

This course is intended to give a thorough study of community civics problems, and to bring the student in touch with everyday civic affairs of his own community. Supplemented by use of daily papers, magazine articles, and assigned outside work in library, etc., which have a direct bearing upon the work. The last part of the course is a study of Occupations and is intended to familiarize the student with various means of making a livelihood, and to acquaint him with the methods of determining his own capacities and individual qualifications. Civics six months; occupations three months.

Texts: Community Civics for Cities by Dana. Occupations by Wheatley.

SCIENCE

31, 32.—General Science. 1 Unit.

This course is the same as 41, 42 and is outlined elsewhere in this bulletin.

Text: *Everyday Problems in Science* by Piper and Bonchamps.

21, 22.—General Agriculture. 1 Unit.

This course takes a careful study of: Why study agriculture, improvement of plants and animals, soil, systems of cropping, feeds and feeding, the horse, cattle, sheep, swine, poultry, farm management, the farm home, the farm community. Supplemental by experiments, field work, study of insects, reports on bulletins, and slides with projection lantern.

Text: *Productive Farming* by Davis.

11, 12.—Geography. 1 Unit

This course includes a thorough review, type studies, regional studies and correlation with history and other related subjects. Emphasis is placed upon the commercial importance of the largest countries as to location, people, products, climate, topography, means of transportation, etc. The important part physical features of the earth have played in the life history of different nations will be discussed and worked out.

Text: *Advanced Geography* by McMurtry and Parkia.

LATIN

31, 32.—Elementary Latin. 1 Unit

This course is the same as course 41, 42 as outlined under Senior High School.

Text: *Elements of Latin* by D'Ooge.

SPANISH

31, 32.—First Year Spanish. 1 Unit

Same as Spanish 41, 42 as outlined under Senior High School.

Text: *The Elements of Spanish* by Wasson and Borilla.

Readers: *Cuentos Y Leyendas* by Iñigo and Carr; *Un Verano En España* by Wever.

HOUSEHOLD ARTS

23.—Clothing or Sewing. 1/2 Unit.

These courses will be taken up according to the State Course of Study. It will include constructive stitches on simple garments, study of cotton and linen, healthful clothing, and selecting, planning and making kimono-style dresses. Fee, one dollar, each course.

Text: *Elementary Home Economics* by Matthews.

24.—Foods. 1/2 Unit

A study of kitchen equipment, foods for breakfast and lunch, innard cookery, history of dwelling houses, and customs of nations.
Text: *Elementary Home Economics* by Matthews.

23.—Clothing or Sewing. 1/2 Unit.

A study of the construction of simple undergarments, clothing selection, personal hygiene, and simple dress-making figures or stripes. No text selected.

24.—Foods. 1/2 Unit

This course includes dinner plans, housekeeping and furnishing a girl's room, etc. Supplement with readings, reports, laboratory, etc.

Text: *Foods*, by Pearl Bailey.

COMMERCIAL

21, 22.—Typewriting. 1/2 Unit

One forty-five minute period daily. Open to eighth grade students.

23, 24.—Elementary Bookkeeping. 1/2 Unit

One forty-five minute period daily. Open to eighth grade students.

31, 32.—Typewriting. 1/2 Unit

One forty-five minute period daily. Open to sixth grade students.

33, 34.—Bookkeeping. 1 Unit

Two forty-five minute periods daily. Open to sixth grade students.

35, 36.—Shorthand and Typewriting. 1 Unit

This is a course of two forty-five minute periods daily. Open to sixth grade students.

All the above commercial courses are outlined under Senior High School.

WRITING

Writing will be required of all Junior high school students. *Creamer's Manual No. 7* for Seventh Grade.

Creamer's Manual No. 8 for Eighth Grade.

Writing is sixth grade directed by a writing teacher.

4.

REQUIREMENTS FOR GRADUATION.

The Junior High School graduates by giving a Junior High School Diploma to all those students of the school who are of good moral character, and who have twelve units to offer. These must include:

English	3 units
Social Science and History.....	3 units
Mathematics	3 units
Geography	1 unit
Elective	2 units

Three years of Writing.

The same standard as to qualitative points and activities credits is the Senior High School is required of students in the Junior High School.

5.

FEES AND DEPOSITS

Tuition, non-resident students, \$4.00 per month.

Science, damage fee, \$2.00 per course.

Locker fee, 25c each semester.

The same rules for collecting and returning fees in the Senior High School shall be observed here.

PART IV—*Grammar School.*

1.

Requirements for Admission

All children six years old before March 1, second semester, will be permitted to enter the first day of the first semester. No beginners will be enrolled after the first six weeks of the first semester.

Other children will be accepted on certificates of promotion from accredited schools, or by examination should they not present proper certificates from such schools. When a pupil's work shows evidence of ability to do better work, he may be promoted by the superintendent, or where his work shows lack of preparation for his grade, he may be placed back in the grade where he should be.

2.

COURSE OF STUDY

PRIMARY DIVISION

First Grade

READING—Both semesters. Blackboard and chart work the first six weeks. The first lessons should include action words, as ran, walk, hop, skip. Teacher writes words on the board and the children play some game which requires them to recognize each word and do what it says. Such sentences as, "Run to the door,

skip to the seat, bring me the book," etc. can be used the second day with the beginners. Exercises of this kind are valuable throughout the first grade. Much action is needed. Numerous rhymes may be used by the end of the first week. These first lessons must have interest and meaning for the children. Stories with suitable, interesting content lead children to want to read. Newspaper stories, rhymes and action sentences are used during the first six weeks, and the children learn to recognize many words at sight. Phonics should be introduced about the end of the first six weeks. The easier sounds like m, n, s, l, etc., should be learned first. Silent reading is taken up from the first and continued throughout the course. Begin the Pathway Primer the seventh week and use it for six weeks. Take up Child's World Chart and Primer for eight weeks. Review old and introduce new silent reading lessons. Teach necessary phonics. Next eight weeks use the Pathway First Reader. A good method of introducing succeeding stories is for the teacher to tell them first, noting new words and fixing them by use of flash cards. Children may then tell the story from the pictures illustrating it in the primer and finally, they may read it in sections of one or more lines. During the latter part of the first year new stories need not be introduced by having the teacher tell them, but new words should be noted and fixed so that children may read the story readily.

Many stories and books are needed for the best work during the first year. Reading the stories of one book over and over is not as valuable as reading the stories of several books. Reading many easy books gives better practice in apprehending the thought of what is read.

Nearly all of the above outline is taken from Chap. Ten, The Applied Psychology of Reading by Brooks. All teachers of reading, primary teachers particularly, are URGED to read this book; at least chapters 16 to 15 inclusive.

LANGUAGE—Both semesters. This subject is to be correlated with reading, music, numbers, nature study, play and necessary work. Use dramatization and simple rhymes. Point out the use of periods and question marks in all the work.

SPELLING—Both semesters. Very simple words only. Home town and a few other proper names.

WRITING—Both semesters. The child should learn by sight script letters, both small and capital. Teacher writes pupil's name and each number word as may come under this subject. Cramer's Manual, No. 1, may be used in hands of teacher.

NUMBERS—Both semesters. Study names and relative values of digits. Measure combinations to 24. Name, use and make

plus and minus signs. Count to 100 by ones, tens, and fives. Write to 100.

N. E. In all primary reading the various drill exercises on individual words, phrases or phonics, should be given in separate periods rather than in the rapid story-reading periods.

Second Grade

ORAL READINGS—First semester: Review last half of one or more First Readers. Special emphasis placed on thought-interpretation with daily drill on words and phrases. Basal text, Pathway Second Reader. Supplementary, Baker-Thornhike.

Second semester: Same method. Basal text, Child's World. Supplementary, Bakerita.

SILENT READING—Both semesters. Exercises given daily by means of short, snappy drills with flash cards using words with which the children are familiar.

Language, Nature Study and Drawing in connection with reading lesson. Purposeful story telling, dramatization, songs, games, projects, ethics, picture study, occupational work, oral hygiene, etc.

PHONICS—Review of the first year's work. Study long and short vowel signs. Develop new words by use of different endings such as ing, er, ness, ly, etc. Drill daily on all phonetic elements taught.

SPELLING—Words should be taken from reading lessons and various second grade word lists. Include both oral and written spelling. Text: Test and Study Speller.

WRITING—Blackboard exercises from manual—in hands of the teacher. Stress shape of letters and compare such letters as a and o, e and l, m and n, k and h, b and f, etc. Cramer's Manual, No. 2 for teacher.

NUMBER WORK—First semester: Review work of first year. Drill on facts of addition and subtraction. Read and write numbers to 100. Count by two's, five's and ten's to 100. Teach multiplication tables of two and five. Teach relations indicated by one-half and one-fifth; Roman numbers from 1 to 10; measurements of length and time.

Second Semester: Continue to drill on addition, subtraction, multiplication and related division facts. Read and write to 1000. Count by three's and four's to 100. Teach tables of three and four; meaning of one-third and one-fourth; Roman numbers to 50; time telling; measurements of weight, liquid and dry measure. Teach from the concrete; remember the child's inexperience. In all the work of this grade emphasize speed, accuracy and comprehension.

Third Grade

ORAL READING—First semester: Basal Child's World, Book Three; supplementary, Pathway Reader, Book Three. Complete each in nine weeks; frequent reviews of phrases, word and phrase flashing taught in the first two years. Second semester: Basal Baker-Thornhike, supplementary. Complete each in nine weeks. Continue work of first semester; dramatization. Emphasis upon speed and comprehension. Objectives: 1. To read with fluency and ease; 2. to read with accuracy and with proper speed; 3. to read with clearness and expression; 4. to read poetry for pleasure.

Silent Reading—Both semesters: Types—Silent reading; rapid reading for pleasure; careful reading of difficult material; reading to solve a problem, or answer a question; training in the effective use of the library. Objectives: 1. To establish the habit of reading independently; 2. to interpret material read silently; 3. to read at a satisfactory rate; 4. to acquire the ability to answer questions, follow directions, etc. after reading a selection silently. The principles of teaching both oral and silent reading as found in The Applied Psychology of Reading by Brooks will be followed largely by the teachers of the Grammar School.

LANGUAGE—Both semesters: Particular attention will be given to the child's language. Conversational exercises will be held; variations and simple descriptions by child. Review of simple rules for sentence formation. Correlate with all other subjects. Story telling and letter writing towards last year. Text: Marby, Bailey, Richard.

SPELLING—Both semesters: Review words of high second. Useful words from other subjects, geography, reading, etc. Lay emphasis upon syllables and accents. Text: Test and Study.

WRITING—Both semesters: Obtain correct position. Train muscles for free and easy movements. Use pencil and practice free formation of letters. Follow closely directions of Cramer's Manual, No. 3.

DRAWING—Both semesters: Objects drawn from the blackboard, reading lesson, etc. Practice free hand cutting, making objects, etc. Correlate with nature study in making books, bird books and good health books.

NATURE STUDY—Both semesters: Correlate with reading in giving bird stories and animal stories, and stories of the season. Include hygiene, giving special attention to the health of the child; story telling and recitals.

GEOGRAPHY—Both semesters: Take up such subjects as How our Homes are Built; Clothing We Wear; Our Food and

Drink; How People Work Together; Direction. Give much attention to supplementary work relating geography closely to the child's everyday interests and activities. Text: Geography for Beginners by Shepherd.

ARITHMETIC—First semester: Special attention given to fundamentals. Review work of high second. Frequent reviews of the primary addition and subtraction facts; reviews in addition by ending and in adding single columns. Book One to page 121. Second semester: Complete multiplication and division tables. Written multiplication limited to multipliers of two figures and multiplicands of three figures. Short division limited to quotients of four figures. Stated problems in addition, subtraction, multiplication and division; introduce fractions. Have pupils give analysis of problems. Review work of first semester. Text: Phillips-Anderson, Book One.

ADVANCED DIVISION.

Grade Four

Reading—First semester: *Albion Fourth Reader* with supplementary texts. This course consists of silent reading principally. Types of silent reading: Skimming, rapid reading for pleasure, careful reading of difficult material, reading to answer questions, and training in the effective use of the library. Objectives: Increase of rate, comprehension and appreciation. Silent reading should increase absolute span of perception. Oral reading should increase eye-voice span. Second semester: Continue to emphasize comprehension, application, desire for reading, ability to evaluate ideas, use of longer texts, to read aloud expressively, to memorize, and proper eye movement. Text: *Child's World Fourth Reader*. Use of dictionary encouraged. Basis of course: *The Applied Psychology of Reading* by Brooks.

LANGUAGE AND GRAMMAR—First semester: Essentials reviewed and completed. Much written work with special emphasis on neatness, proper use of capitals, periods, spelling, etc. Second semester: Review and complete text. Continue composition work of first semester and take up letter writing. Study poems for appreciation; informal oral conversational exercises. Supplementary work—problems furnished by the teacher. Text: *Mans, Bailey-Rickert*, Book One.

SPELLING—Both semesters: Drill on selected words from other subjects; choose words from text papers which are often misspelled and drill on them. Text: *Starch-Merrick, Text and Study Speller*, Book One.

WRITING—Both semesters: Follow directions of *Cressner's Writing Manual*, No. 4.

DRAWING—Both semesters: Free hand drawing and construction work. Material and problems supplied by the teacher.

GEOGRAPHY—Both semesters: Emphasize home geography—problems closely related to the lives of the children. Use text primarily as a guide. Historical sketches and stories should precede geographical facts. Use projects when possible. Finish text to completion of Western States. Text: *McMurry and Parkin, Elementary*.

HISTORY—Both semesters: Teach in story form. Emphasize upon such subjects as the following: Various forms of primitive life; early explorers; pioneers, colonization, etc. During the second semester review and complete text to page 188. Story of the Revolutionary War, the beginning of the United States, and industrial growth. Supplementary work based on these topics. Alternate with geography. Text: *Mace-Petrie's Elementary History*.

ARITHMETIC—First semester: Review with much drill on multiplication tables. Reading and writing numbers to \$1,000,000.00. Addition, subtraction, and simple division. Second semester: Complete the text. Long division, fractions and mixed numbers. Frequent reviews. Take up decimals, measures, etc. Strive for speed and accuracy in the four fundamentals during the entire year. Cover the work of the year with a thorough review of the material taught during the preceding four years. Text: *Phillips-Anderson*, Book One.

Grade Five

ORAL AND SILENT Reading—First semester: See third and fourth grades for types and objectives. This course is principally silent reading. Consult the *Applied Psychology of Reading* by Brooks as an aid in the teaching of reading, in determining difficulties of the various children, and in the application of remedial measures. Memory work and study of authors. Text: *Albion Fifth Reader*. Second semester: Continue work of the first semester. Text: *Child's World Fifth Reader*. Use the dictionary library, etc.

LANGUAGE AND GRAMMAR—First semester: Take up oral and written reproduction of stories, oral and written original stories. Compositions on assigned subjects and subjects of pupils' selections, letters, invitations, etc., should be called for by the teacher. Give careful attention to the language of the pupil. Second semester: Dramatizing, story telling, letter writing, abbreviations, plurals, possessives, capitals, punctuation, topical outlines and paragraphs should be emphasized. Place emphasis upon GOOD work. Text: *Mans, Bailey-Rickert*, Book One. N. B. Well kept note books.

SPELLING—Both semesters: Oral and written spelling; use words in sentences. Keep list of words missed and use for review lessons. Drill on those pupils misspell frequently. Use dictionary. Study homonyms, antonyms and synonyms. Text: *Test and Study Speller* by Starch-Mirick, Grammar Grade.

Writing—Both semesters: Give careful attention to position at desk, holding of pen, muscular movement and elementary strokes. Cresser's Practical Penmanship Manual, No. 5.

DRAWING—Both semesters: See outline for fourth grade.

HYGIENE—Both semesters: Study of foods, their selection, preservation and preparation; the laws of health and the effects of disregarding them. Supplementary work and well kept note books. Text: *Health and Hygiene* by Emerson and Betts.

GEOGRAPHY—First semester: This course alternates with history. Review fourth grade work and complete three-fourths of the text. Use type-studies, projects, map-drawing, etc. Second semester: Complete text. Make note book with maps and outlines; continue projects, etc. Text: *McMurry-Parkin*, Elementary.

HISTORY—First semester: Review work of the fourth grade. Correlate with geography and memorize the most important dates. Study lives of heroes and important men. Supplement with biographical sketches in library. Themes and debates; round table discussions. Second semester: Make outline and note book. Themes and debates on characters and facts. Complete text. Use the library. Text: *MacC-Petrie*, Elementary.

ARITHMETIC—First semester: Review of notation, representation and the four fundamentals. Show and careful study of fractions. Make practical application of subject matter in suitable problems. Second semester: Review common fractions. Take up a thorough study of decimals, bills and accounts, business problems, and denominated amounts. Frequent review and tests. Supplementary work. Text: *Phillips-Anderson*, Complete Book.

Grade Six.

READING—First semester: Much silent reading; some oral reading. Emphasis is placed upon rate and comprehension. See outline for fourth and fifth grades for types and objectives. Basis for course *The Applied Psychology of Reading* by Brooks. Text: *Allen-Sixth Reader*. Second semester: Text: *Literary World Sixth Reader*. Supplement by use of library, magazines, etc.

LANGUAGE AND GRAMMAR—Both semesters: Study high fifth is review, descriptions, letter writing, parts of speech, poems, composition, oral and written, shall and will, etc., picture studies, and spelling. Lead the pupils to correct faulty speech, and to express his thoughts by means of well formed sentences into a

logically arranged paragraph.

SPELLING—Both semesters: Use of the dictionary urged. Words used in sentences, frequently misspelled words drilled on, words in keeping with the experiences of the pupils. The course is made practical.

WRITING—Both semesters: Follow directions of Cresser's Practical Penmanship Manual, No. 6.

DRAWING—Both semesters: See outline for fourth and fifth grades.

Physiology—Both semesters: This course is meant to cover in detail the work of the fifth grade. It is intended to be practical. A careful study of the most common diseases, the care of the body, and the laws of health as well as an understanding of the construction, location, and function of the organs of the human body is made. Much supplementary work will be required. Text: *Physiology and Hygiene* by Emerson and Betts.

GEOGRAPHY—Both semesters: The study of North America will be thorough with respect to the people, climate, rainfall and physical features. The United States is studied in divisions, comparing all divisions with reference to natural resources, climate, occupations and other features. It is the aim of this course by means of books of travel, maps, magazines, railroad time tables, and personal experiences to make the United States real in the minds of the pupils. Text: *McMurry-Parkin*, Advanced.

HISTORY—First Semester: By taking up the story of Old Europe this course provides a splendid background for a better understanding of American history. Text: *The Story of Old Europe and Young America* by MacC-Petrie. Second semester: This part of the course is devoted to the study, in story form, of our state. Text: *Arkansas History* by Moore.

ARITHMETIC—First semester: Rapid review of the fundamentals, common fractions and decimals. Text complete to page 24. Second semester: Practical measurements finished and text completed to percentage. Require analysis of problems rather than a mere mechanical recitation. Be thorough. Make practical applications of the subject matter taught. Text: *Phillips-Anderson*, Complete.

PUBLIC SCHOOL MUSIC will be required of all Grammar school pupils. The Hills-Dunn Music series will be used.

GENERAL EXERCISES—In the first four grades a study of morals, nature study, story telling and oral hygiene.

GENERAL EXERCISES—In the fifth and sixth grades a study of patriotic selections and story telling.

It is the aim of the school officials that the instruction be

thorough, and teachers are urged to see to it that no makeshift hastily recitations are accepted.

3.

REQUIREMENTS FOR PROMOTION.

Promotion will be by grades. No pupil shall be promoted until he or she has satisfactorily completed the work of the grade in which enrolled. The grade averages necessary for promotion are the same as those elsewhere outlined for the two high schools.

All pupils who have properly completed the sixth grade will be given a certificate of promotion to the Junior High School.

4.

FEES AND DEPOSITS.

All pupils will be required to pay the following fees:

Tuition, non-resident pupils, Primary Division, \$2.50 per mo.

Tuition, non-resident pupils, Advanced division, 3.00 per mo.

Locker fees, all who use lockers, 25 per mo.

The same rules for collecting and returning fees in the high school shall apply here.

Published by order of the Malvern Board of Education.

A. I. Roland, President.

J. Elmo Young, Secretary.

Promotion cards
~~books~~
 schedule
 playgrounds
 books
 lockers
 care of desks
 caution: knock on door.

Fred Egbert

37
 41
 1280